**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Klingler, Nixon-Carlos, Vaccaro** | | | **Grade: 2** | | **Date(s)**: 9.12.2012 – 9.18.2012 |
| **Unit Title:** Unit 1 - A Story to Share | | | **Unit Title:** Unit 1 Task 4 - A Story to Share | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Assessments**  Biographical Writing Rubric  **Books/Passages**  \*Ask Martha Griffin for mini-biographies  [Barak Obama Biography](http://gardenofpraise.com/ibdobama.htm)  Mae Jemison short story in SF 2.1 (Leveled Readers DI-10)  Short biographies on abcteach.com  **Student Materials**  Transcript of teacher interview students conduct  Dictionary page (education.com)  Wordly Wise student book  SF Grammar books/worksheets  **Other Materials**  [Barack Obama Timeline](http://www.apples4theteacher.com/holidays/presidents-day/barack-obama/timeline.html)  [Obama timeline 2.docx](Obama%20timeline%202.docx)  Paper  Pencils  Sticky notes  Index cards  highlighters    Biography Power Point:  Astronaut interview: <http://htekidsnews.com/kids-interview-endeavour-astronauts/>  Pope John Paul Bio-<http://www.abcteach.com/free/r/rc_worldleaders_popejohnpaul2_elem.pdf>  [**http://typingforchildren.com/keyboard-template.html**](http://typingforchildren.com/keyboard-template.html) | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **I Can Statement(s):**   * **I can ask and answer questions such as who, what, when, where, and how.** * **I can read and comprehend second grade informational text.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan:**  **Day One –**   * **Whole Group:** Read and discuss [**Barak Obama Biography**](http://gardenofpraise.com/ibdobama.htm)**.** While reading, point out and discuss biography features (facts, dates, names, places, details, beginning, middle, end, etc.). * Work as a class to highlight (put a box around) the beginning, middle and end of the biography. Then, look for dates or words that clue us into how old Obama was and highlight these terms. * Teacher discusses and defines “challenge” and students work with teacher to locate and highlight Obama’s challenges listed in his biography.   **Day Two –**   * **Whole Group:** Review what we learned about biographies yesterday and what we found out about Barack Obama from his biography. * Teacher will show examples of [Barack Obama Timeline](http://www.apples4theteacher.com/holidays/presidents-day/barack-obama/timeline.html) and [Obama timeline 2.docx](Obama%20timeline%202.docx) and define what a timeline is. * Teacher will explicitly model how to pull the facts (important dates, info, challenges) from the text and use them in a timeline. Teacher will record facts onto sticky notes and then work to manipulate them into the correct order of events.   **Day Three –**  <http://www.abcteach.com/free/r/rc_worldleaders_popejohnpaul2_elem.pdf>   * **Whole Group or Small Group:** The students will read short biography on ABCteach or biography from Media Center. (Students can all read same biography or work in groups.) * Students will work (as a class or in small groups) to locate important information in their biography. They will highlight important dates, info, etc.   **Day Four –**   * **Whole Group or Small Group:** Students will work to record important facts and information from biography onto notecards.   **Day Five -**   * **Whole Group or Small Group:** Students willorganize notecards into a timeline of events and glue onto paper. (If working as a whole group - Teacher will begin a timeline on the board or chart paper. Teacher will allow students to add information they read in the biography.) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**  **W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **I Can Statement(s):**   1. **I can write informative pieces.** 2. **I can include facts in my writing.** 3. **I can focus on one topic.** 4. **I can improve my writing by revising.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Teacher shows and discusses “What is a Biography” Power Point. 2. **Whole Group:** Read and discuss **teacher interview transcript** (each student will have individual copy). Work as a class to highlight (put a box around) the beginning, middle and end of the biography. Then, look for dates or words that clue us into how old interviewee was and highlight these terms. 3. Teacher discusses and defines “challenge” and students work with teacher to locate and highlight interviewee’s challenges listed in transcript.   **Day Two –**   1. **Whole Group:** Review what we learned about how to write biographies yesterday and what we found out about our interviewee from our transcript. 2. Teacher will review timeline she made of Obama. 3. Teacher will model again how to pull the facts (important dates, info, challenges) from the text and use them in a timeline. 4. Students will work to record facts onto sticky notes.   **Day Three –**   1. **Whole Group:** Students will use their sticky note facts from yesterday. They will work to manipulate them into the correct order of events. Students will glue sticky notes into a timeline.   **Day Four-**   1. **Whole Group:** Review Biography PowerPoint. Model, referring to “Beginning” slide, how to write beginning of teacher’s biography about Barak Obama. Discuss using capital letters, punctuation and writing our thoughts into complete sentences. 2. **Independent Work:** Students will use their timelines to write the beginning of their biography. 3. **Whole Group:** Review Biography PowerPoint. Model, referring to “Middle” slide, how to write beginning of teacher’s biography about Barak Obama. Discuss using capital letters, punctuation and writing our thoughts into complete sentences. 4. **Independent Work:** Students will use their timelines to write the middle of their biography.   **Day Five –**   1. **Whole Group:** Review Biography PowerPoint. Model, referring to “Middle” slide, how to write beginning of teacher’s biography about Barak Obama. Discuss using capital letters, punctuation and writing our thoughts into complete sentences. 2. **Independent Work:** Students will use their timelines to write the middle of their biography. 3. **Whole Group:** Review “Good writers” anchor chart and what “edit” means. Model editing Obama biography and correcting capitalization, punctuation, and spelling and spacing errors. 4. **Pair/Small Group/Independent Work:** Students work to edit their biographies individually, with a partner or a small group. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **L.2.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can show I know how to use conventions of English grammar when I write or speak.** * **I can produce complete simple sentences.** * **I can use second grade phonics skills when I decode words.** * **I can use second grade word analysis skills when I decode words.** * **I can tell short vowels when I read regularly spelled one syllable words.**   **Day One–**   1. **Whole Group:** Word Study procedures – What is sorting? How do you sort? How do you label and cut your sort?   **Day Two –**   1. **Whole Group:** Word Study procedures – What is sorting? How do you sort? How do you label and cut your sort?   **Day Three –**   1. **Whole Group:** Word Study procedures – What is sorting? How do you sort? How do you label and cut your sort?   **Day Four –**   1. **Whole Group:** Wordly Wise Lesson 1 – Word Introduction and Exercises 1-2   **Day Five –**   1. **Whole Group:** SF Grammar and Writing book Lesson 5 - Commands and Exclamations | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about the topics and texts under discussion.**   **SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**  **I Can Statement(s):**   * **I can discuss text in small and large groups.** * **I can ask for clarification or explanation if needed.** * **I can tell a story that is true and makes since.** * **I can tell a story with facts or descriptive details.** * **I can retell an experience that is true and makes since.** * **I can retell an experience with facts and details.**   **Instructional Plan:**  **See Reading and Writing plans where students are collaborating with each other and participating in class presentations.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of completion of biography.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | **Language Development** | |
| 1. Student can sequence the events of the person they interviewed and create a timeline that will provide a historical reference of their life. 2. Read and share Biographies found on Reading A-Z, Edhelper, or United Streaming for students to read and create timeline that will provide historical reference of person’s life. 3. Dictionary work using eductation.com worksheet. | | 1. Support to use interview form to generate ideas on a graphic organizer  * Teacher or peer will identify with students which questions from interview form or written interview should be considered for different sections of the graphic organizer.      1. Support using the graphic organizer to write sequentially  * Teacher will color code graphic organizer sections to match Summary Template sections so that students can correctly transfer information from the graphic organizer to the template before writing the biography. * Students may also use the Summary Template as their graphic organizer.  1. Support for writing opening/closing statements, add transition words, and add adequate details.  * Students can use the summary template to organize ideas from the graphic organizer. The summary template give students structure to writing opening/closing statements, adding transition words, and details.  1. Struggling writers may use the sentence frames with the support of the teacher to complete this task. | | 1. Provide a list of transition words from which students can choose for their writing. 2. Provide an editor’s checklist to be used during the editing process. | |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Biographical Writing Rubric | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*